EPP Bachelor Performance Report

Livingstone College

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Overview of the Institution

Livingstone College is a private, coeducational, liberal arts college with a strong commitment to quality instruction. It was founded by the African Methodist Episcopal Zion (AMEZ) Church in 1879. The institution attracts students from many states within the United States, Canada, the Caribbean and Africa. The College has a solid liberal arts curriculum that teaches students how to think critically and reflectively, analyze, interpret and impart an understanding of history and culture. The College is an institution where academic pursuit and community service are integral components of the higher education process. Consequently, the curriculum, which includes an

appropriate knowledge base for professional and career oriented programs, is also infused with opportunities to provide service to the institution, the community, and throughout the nation and global society; as well as opportunities for interdisciplinary learning. Livingstone College is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and thirty-nine years the College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to seek rewarding careers, and to build meaningful lives for themselves and others. The College has an exchange agreement with Invertis Univertis University in Bareilly, India to exchange students and faculty for the opportunity of International study. The Teacher Education Unit has a clearly defined mission appropriate to collegiate education as well as its own specific educational role. The mission of the Teacher Education Program is to prepare highly skilled and competent teachers for the local communities, the state of North Carolina, and the nation. The goal is to provide an instructional learning environment in professional and specialty area courses and field experiences that prepare candidates with a strong foundation in theory, practice, clinical application, knowledge, and technology skills for the 21st century.

Special Characteristics

Livingstone College's Teacher Preparation Program is committed to the success of the candidate as a servant-leader and professional educator with skills, abilities, and dispositions to teach 21st century students. The program encourages strong academic performance and leadership that emphasizes community service, decision-making, and critical thinking. The institution pursues program diversity, innovative courses of study, enhancement of academic options, global education, and honors programs for students, while advocating effective teaching strategies and the use of best practices. Dedicated faculty provide small classes and low student/faculty ratios in all professional level classes and collaborate with students to achieve scholarly learning experiences and creative endeavors. Practical application of classroom theory is required through internships, field experiences, cooperative education, community service, and experimental learning throughout the sequence of courses. Diversity is achieved through opportunities for students to develop a full appreciation of the African American heritage while increasing their awareness and appreciation of all other cultures. The College is dedicated to preparing students

to assume positions of leadership in their chosen professions. The Teacher Education Unit collaborates with local school practitioners through program development, curriculum changes, resource, and service on committees and boards. The Unit continues to offer gratis consultation to local teachers and schools in developing instructional strategies, systematically exploring strategies to improve teacher preparation and teachers, parents, and school-community relations. Students use their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Education majors work with summer Bridge and the STEM NSF grant program. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Technological competencies are infused into courses through PowerPoint or Excel lesson presentations, projects, Blackboard assignments and training in Smart classrooms that have been installed across the campus. Teacher Education faculty participated in and provided teaching strategies for assessment, reading, and technology workshops on campus. Teacher Education faculty also provided leadership in developing the institutions SAC-Quality Enhancement Plan which resulted in a four grade level lift in reading scores for the student participants.

Program Areas and Levels Offered

Livingstone College is approved to offer undergraduate programs in Early Childhood (B-K), Elementary Education (K-6), Middle Grades Social Studies (6-8), Secondary Mathematics, and English (9-12), and Music (K-12). Livingstone College offers "Evening and Weekend College" for working adults who aspire to complete a teacher preparation program in an accelerated format. The program is designed to complement the busy schedules of non-traditional adult learners.

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

B-K teacher candidates develop and demonstrate their knowledge and skills to effectively teach students with disabilities through our core education courses: ECE 336 Foundations of EC/ECE Curriculum; ECE 433 Language, ECE Literature, and Cultural Diversity; ECE 335 Directing Behavior/Managing Environments for Young Children; ECE 330 Development & Educational Assessment of Young Children; ECE 420 Parent & Professional Collaboration; ECE 437 Children Play and Develop Cognition. Our middle and secondary teacher candidates are taught to effectively develop lesson plans and teach students with disabilities through these core courses: EDU 338 Introduction to Diverse and Exceptional Learners; EDU 333 Foundations of Child Development; ECE 320 Phonological Awareness; EDU 335 Children's Literature and Cultural Diversity; EDU 336 Professional Classroom Management and Meeting Student Needs; and EDU 331 Foundations of Teaching Reading. In addition to these core educational courses, teacher candidates complete a minimum of 10 hours in each 300-level course observing, journaling, and completing assessments based on their field observations.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Foundations of Reading and Licensure require the knowledge and skills to teach reading. Preparation of candidates to teach reading skills is ensured by providing instruction through curriculum content. Birth – Kindergarten majors are required to complete Phonological Awareness and Foundations of Teaching Reading, in addition to the Methods and Children's Literature courses. Elementary Education major's curriculum includes the following courses,

Foundations of Teaching Reading, Reading in the Content Area, Reading Diagnosis and Practicum. The application of skills and a knowledge base are demonstrated and applied in the methods and student teaching semesters. The clinical teacher provides an in-depth and guided application for candidates. Mathematics instruction begins with successfully completion of College Algebra I and II; then Methods of Teaching Mathematics and Sciences in the Elementary School or Mathematical Methods for grades 9-12. Students spend one semester in the classroom during Methods semester observing, collaborating, and being trained by the teacher in all subject areas, then one full semester as a Student Teacher, being supervised by the classroom teacher. Candidates are evaluated on their abilities to plan, implement and assess the subject areas to be taught.

Transition to the Pearson series of tests has been challenging for the students and the department, causing some students to change their major. Students who are taking the tests are debriefed, giving us critical information that we need to refine and better design our curriculum and tutorials. As we assessed our program this year, we used the results in ways that we expect will change outcomes in the future. For example, we will require all majors to complete a phonological awareness class, to help with their reading as well as their ability to teach reading. Previously this was only required of Birth-Kindergarten majors. We will infuse vocabulary development in all courses, increase writing to prompts, and the use of close reading for starters; and over the summer we are working on a comprehensive strategy to help our students pass the

Foundations of Reading and General Curriculum Licensure exams. Our strategy for accomplishing this task is based on the reinstatement of three Praxis Prep courses that we formerly offered. Based on that data, a clear pattern of failure could be traced back to the elimination of these courses, so we have successfully had the following three courses implemented and mandatory for all teacher candidates as of Fall 2018: EDU 111 Early Involvement in Education - Mathematics; EDU 112 Early Involvement in Education – Reading; and EDU 113 Early Involvement in Education – Writing.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

As part of the General Education Curriculum Student Learning Outcomes, all Livingstone students are required to "demonstrate computer literacy" by successfully completing CIS 130: Computers in Society, or testing out of the class. Additionally, Teacher Education majors must also successfully complete EDU337: Utilizing Technology to Improve Learning (K-12), or ECE439 : EC/ECE Methods and Materials (B-K). These courses ensure that skills needed to teach students in the P-12 setting are appropriate for the grade level, and are mastered prior to students beginning their student teaching semesters. In addition, the curriculum for Teacher Education requires learning activities to utilize technology, especially the iPad, SmartBoard, and social media for educational purposes throughout the preparation of candidates. Finally, the capstone project, an e-Portfolio that documents Methods and Student Teaching experiences, includes lessons, assessments, and projects that showcase teaching strategies, including integration of technology in the classroom. The Faculty Technology Committee provides tutoring for all faculties who need assistance in staying abreast of the updates in technology, and the Institution provides training in PLATO, Blackboard, and Smartboard platforms. In addition, faculty and staff in the teacher education department are afforded the opportunity to participate in all professional staff development through our clinical partnership agreement with our local LEA. Finally, as of fall 2018, all faculty are required to demonstrate knowledge of technology.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Faculty and staff participate in ongoing professional development at the college level and within the clinical partnership with our LEA. All professional development activities rendered are accessible to our faculty, staff, and teacher candidates.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Candidates develop and demonstrate their knowledge and skills to effectively integrate all content areas throughout the curriculum, as indicated in the NC Standard Couse of Study. Specific emphases for integration of art have the foundations in EDU420: Integrating Art, Music and Physical Education in the Elementary Curriculum, as well as EDU425: Teaching Language Arts and Social Studies in the Elementary School. These courses emphasize creative activities for students and provide opportunities to enhance the development of students' abilities to use multimedia and sensory medium in all educational experiences. In addition, candidates are required to demonstrate strategies that encourage the use of critical thinking and implementation of art throughout the curriculum. Further reinforcement is included in Methods block semester and Student Teaching semester.

Explain how your program(s) and unit conduct self-study.

Livingstone College endeavors to maintain a culture of assessment and self-study is an essential part of that endeavor. Each Unit on campus (Academics, Business and Finance, Athletics, Student Affairs, Safety and Security, Human Resources) is required to set goals and reflect back on how well those goals were achieved. Each Unit and its components (including Teacher Education), completes a Formative Semi-Annual Assessment, an Annual Assessment, an annual Close the Loop Report; and for the Academic Affairs Unit, am Annual Degree Assessment. These self-study assessments are designed to force a reflective look at the unit, and the individual components of the unit, from differing perspectives to provide a comprehensive picture of how well the unit is performing in relation to the stated mission, goals, and objectives. During 2018, we began a Use of Results to Improve Programs report, and the department is working on this during the summer to devise ways to better help students prepare to pass the licensure exams.

Each year the Teacher Education Department reviews syllabi for content and clarity to ensure the course outcomes not only align with the program mission and goals, but also that assessments are aligned, relevant, and demonstrate the performance students need to be successful in the classroom. Textbook adoptions are studied every three years to ensure content is aligned with the core knowledge and skills to meet the professional standards of the degree. The Teacher Education Council reviews handbooks and manuals to ensure they reflect the Institution mission and Strategic Plan; are up to date, and accurately portray the mission of the Teacher Education program. *The Field Placement Handbook, The Cooperating Teacher Handbook,* and *The Student Teacher Handbook* are in process of review and updating fall 2017. Teacher Education faculty use the results of self-study assessment to change curricula, update syllabi, make book adoptions, and design study strategies for the Praxis and Pearson assessments.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Field experiences are required in each Teacher Education course; additionally, students have required "theory into practice" assignments, or reflections that must be completed. Initially students begin with 10 required observation hours for each 200 level class; Students observe the class, the pupils, and the role of the teacher. These observations are completed in various schools to ensure the pre-candidates observe the diverse populations and socio-economic groups in the schools within the Rowan Salisbury School District. Students in 300 level courses begin to participate, under the guidance of the cooperating Teacher; for example reading a story, or working with one student or a small group. Students re also required to interview school personnel within the building, to get a first-hand perspective of the job responsibilities and compare how they relate to what had been discussed in class. Then, in the Methods classes, candidates are more actively involved with students, but still under supervision. Finally, in Student Teaching – working and planning with the Cooperating Teacher, the candidate eventually assumes full teaching responsibility for the class. Students rotate through various schools in the school system, including low performing schools.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

The experiences are expanded over two semester - (1) Methods Semester (beginning) and (2) Student Teaching (Ending) equal 32 weeks.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan-Salisbury School system
Start and End Dates	Academic Year 2017-2018
Priorities Identified in Collaboration with LEAs/Schools	Observation of clinical teachers, school, and grounds; collabortion n STEM Project (Isenberg); Placement of Methods and Student Teachers; Meeting of Teacher Education Council (Isenberg)
Number of Participants	TEC meetings = 10-12 members; students observing classe; STEM collaboratin 3-5 students
Activities and/or Programs Implemented to Address the Priorities	Activities include observing faculty, interviewing faculty, watching demonstrations; STEM students worked with science teacher to grow garden
Summary of the Outcome of the Activities and/or Programs	Outcome comes were overall favorable. Faculty decided to infuse interview techniques in classes, working with Career Services to better prepare students for this task; also teach how to write an interview report
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Lexington City Schools
Start and End Dates	Academic year 2017 - 2018
Priorities Identified in Collaboration with LEAs/Schools	Working to orientate new school board members
Number of Participants	3-Feb
Activities and/or Programs Implemented to Address the Priorities	Meeting with new board members to acquaint them with the field of education, the responsibilities of teachers, and working with parents
Summary of the Outcome of the Activities and/or Programs	The presentations were well received and the results were favorably

II. CHARACTERISTICS OF STUDENTS
A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	16
Female	26

Race/Ethnicity	Number
Hispanic / Latino	0
Asian	0
African-American	40
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	1
Multi-Racial	1
Student does not wish to provide	0

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time					
	Male			Female	
Undergraduate	Asian			Asian	
	Black, Not Hispanic Origin	14		Black, Not Hispanic Origin	21
	Hispanic/Latino			Hispanic/Latino	
	Am Indian/Alaskan Native	1		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander			Native Hawaiian/Pacific Islander	
	White			White	
	Multi-Racial	1		Multi-Racial	1
	Not Provided	1		Not Provided	
	Total	17		Total	22
Licensure-Only	Asian			Asian	
	Black, Not Hispanic Origin			Black, Not Hispanic Origin	
	Hispanic/Latino			Hispanic/Latino	
	Am Indian/Alaskan Native			Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander			Native Hawaiian/Pacific Islander	
	White			White	
	Multi-Racial			Multi-Racial	
	Not Provided			Not Provided	
	Total	-		Total	-

Part-Time					
	Male			Female	
Undergraduate	Asian			Asian	
	Black, Not Hispanic Origin			Black, Not Hispanic Origin	1
	Hispanic/Latino			Hispanic/Latino	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native		
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		
	White		White		
	Multi-Racial		Multi-Racial		
	Not Provided		Not Provided		
	Total	-	Total	1	
Licensure-Only	Asian		Asian		
	Black, Not Hispanic Origin		Black, Not Hispanic Origin		
	Hispanic/Latino		Hispanic/Latino		
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		
	White		White		
	Multi-Racial		Multi-Racial		
	Not Provided		Not Provided		
	Total	-	Total	-	
Residency	Asian		Asian		
	Black, Not Hispanic Origin		Black, Not Hispanic Origin		
	Hispanic/Latino		Hispanic/Latino		
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		
	White		White		
	Multi-Racial		Multi-Racial		
	Not Provided		Not Provided		
	Total	-	Total	-	

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten						
Elementary						
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total						

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Livingstone	N/A		
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	35
Rowan-Salisbury Schools	30
Winston Salem / Forsyth County Schools	8
Guilford County Schools	8

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	*
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.10
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	1							
Institution Summary	1							
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								
**Calculation is made off graduates from the 15-16 school year that became employed in a North								

Carolina public or charter school for the 16-17 school year.

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree		1				
U Licensure Only						
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	**2 semesters**	**3 semesters**	**4 semesters**	**5 semesters**	**6 semesters**
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
4	0	0

J. Field Supervisors to Students Ratio (include both internships and residencies)

2:1

K. Teacher Effectiveness

Institution: Livingstone College
Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be

eligible for the Standard Professional 2 License New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include "does not meet expected growth", "meets expected growth", and "exceeds expected growth." Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

	Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808

	Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			66.7%	N/A		3	
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877

	Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			100.0%			N/A	
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877

	Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808

	Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877

	Student Growth: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	N/A	N/A	N/A	N/A		

State Level:	22.0%	64.7%	13.0%	6,228	3,076	